Training for the New Georgia Performance Standards
Day 1: Standards Based Education and the New GPS

Participant’s Guide
ELA 9-12
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Acknowledgements

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards.

For more information on this or other GPS training modules, please contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Facilitator’s Guide, Participant’s Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.
Agenda

This is a one-day course, with approximately seven hours of instructional time.

Introduction ......................................................................................................................... 30 minutes
Overview of Standards....................................................................................................... 2 hours
Standards Based Teaching and Learning ......................................................................... 1 hour, 50 minutes
Putting It All Together ..................................................................................................... 1 hour, 40 minutes
Summary and Follow Up Assignments............................................................................. 30 minutes
Module Goal

Demonstrate a deep understanding of the new Georgia Performance Standards and the Standards Based Education approach, through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices. This shall be measured by student performance on progress monitoring and standardized criterion-referenced tests.

Key words from the goal:

- Deep understanding
- Georgia Performance Standards (GPS)
- Standards Based Education (SBE)
- Research-based best practices

Note that the goal will not be reached by day one of training alone. It will take preparation, follow up, and eight days of classroom instruction to master this goal. Various days of training will deal with different components of the goal, such as curriculum planning, assessment, and instruction.

Module Objectives

By the end of day one of training, participants will be able to:

1. Describe the benefits of the GPS.
2. Describe the various phases of the GPS rollout plan.
3. Define terms related to the GPS.
4. Identify four parts of each standard.
5. Describe the Standards Based Education.
6. Identify key components of the applicable standards (for example, K-3 ELA).
## Implementation Timeline

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year I ELA</th>
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<th>Year I Science</th>
<th>Year II Science</th>
<th>Year I Soc. Studies</th>
<th>Year II Soc. Studies</th>
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**Four Parts of a Performance Standard**

## The Standard

**ELA10RL1** The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events) and main ideas in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. The texts are of the quality and complexity illustrated by the Grade Ten reading list.

## Task

Select a film or TV movie that employs archetypal symbols, patterns/themes, and/or heroes and create a movie poster that demonstrates understanding of these archetypal elements as they appear in the film or TV movie.

## Critical Component

The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic literature and provides evidence from the text to support understanding; the student:

- Identifies and analyzes types of dramatic literature (e.g., classical tragedy, history play, modern drama).
- Analyzes the characters, structures, and themes of dramatic literature.
- Identifies and analyzes dramatic elements (e.g., unity of time, place, and action; tragic hero; *deus ex machina*; recognition; reversal; chorus; aside; dramatic irony).
- Identifies and analyzes how dramatic elements support and enhance the interpretation of literature.

## Elements

**Teacher Commentary**

Teacher assesses the movie poster to determine student’s progress toward mastery of specific performance element(s) contained in the standard, in this case ELA10RL1. The teacher commentary provides concrete examples that note the ways the product provides evidence of the student’s learning.

**Student Work**

**Field of Dreams**

Ray Kinsella’s Journey of Initiation

For this particular task, the product the teacher assesses will be a student-created movie poster. Students will have access to the evaluation rubric prior to completing the task.
### Standard Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Evidence</strong></td>
<td>Evidence includes verifiable, concrete specifics (e.g., facts; statistics; specific instances of diction, imagery, figurative language, etc.; specific words or actions of a character; etc.) that a student uses to support or prove an argument or an interpretation.</td>
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<tr>
<td><strong>Analyze</strong></td>
<td>To analyze means to break down into parts in order to study the parts and use them to make meaning out of a text—to work toward a warranted reading or interpretation of that text.</td>
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<tr>
<td><strong>Interpretation</strong></td>
<td>Interpretation refers to a specific reading or reasoned judgment a student discerns from “reading” a text (regardless of whether that text is read as written text, viewed, or experienced) that can be supported by valid evidence.</td>
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<tr>
<td><strong>Understanding</strong></td>
<td>Students demonstrate understanding when they provide evidence that they are able to apply their knowledge and skills to new situations.</td>
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<tr>
<td><strong>Theme/Underlying Meaning</strong></td>
<td>Theme or underlying meaning refers to a universal statement about life and/or society that can be discerned from reading a text.</td>
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<tr>
<td><strong>Contextual Vocabulary</strong></td>
<td>Contextual vocabulary refers to the words students encounter as they read a specific passage in a text.</td>
</tr>
<tr>
<td><strong>Content Vocabulary</strong></td>
<td>Content vocabulary refers to specific words and specialized, subject-related terms that students encounter as they read in a variety of disciplines (e.g., science, math, social studies, and language arts).</td>
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## Options for Connecting Reading and Literature Modules

<table>
<thead>
<tr>
<th>Writing/Conventions/Listening, Speaking, and Viewing Module</th>
<th>Reading and Literature/Reading Across the Curriculum Modules</th>
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<tbody>
<tr>
<td>9th Grade</td>
<td>9th Grade</td>
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<tr>
<td>10th Grade</td>
<td>10th Grade&lt;br&gt;World Literature&lt;br&gt;American Literature&lt;br&gt;OR&lt;br&gt;British and Commonwealth Literature</td>
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<tr>
<td>11th Grade</td>
<td>World Literature&lt;br&gt;American Literature&lt;br&gt;OR&lt;br&gt;British and Commonwealth Literature</td>
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<tr>
<td>12th Grade</td>
<td>World Literature&lt;br&gt;American Literature&lt;br&gt;OR&lt;br&gt;British and Commonwealth Literature</td>
</tr>
</tbody>
</table>
## Standards Based Education

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
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<tr>
<td><strong>What It Is</strong></td>
<td><strong>What It Isn't</strong></td>
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**SBE**
Benefits of SBE

**Directions:** Imagine that you are back at your school, explaining to your colleagues how you are going to approach the new standards. You have decided to embrace Standards Based Education, but you are encountering objections.

1. Read the provocations below.
2. If needed, add additional ones that you would expect to hear from your colleagues.
3. Work in triads or small groups to discuss possible ways of handling and/or responding to resisters.
4. Report your conclusions to the large group.

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Provocations:

“That means always using performance-based assessments. I still want to use traditional quizzes and tests.”

“Teaching for understanding takes too much time. I can barely get through the textbook now.”

“I’m overwhelmed. How can I possibly teach to all the state content standards and our district curriculum objectives?”

“Every year, parents and students are thrilled with the unit we do on jungle animals. I’m not giving it up just because there’s no standard related to it. I know what keeps my kids interested in learning.”

“If you develop your assessments first, then all you’re doing is teaching to the test, and valuable learning gets lost.”

“That might work for (name another grade level or subject matter), but not for us.”
Standards Based Education Model

Stage 1:
Design Desired Results
(Big Ideas) → Enduring Understandings → Essential Questions

What students will know and be able to do

Stage 2:
Design Balanced Assessments
(to assess desired results)

Stage 3:
Make Instructional Decisions
(to ensure that students achieve desired results)
Formulating Big Ideas, Enduring Understandings, and Essential Questions From the GPS

The Standard:

Big Ideas ➔ Enduring Understandings:

Essential Questions:
Unpacking ELA10RL1

ELA10RL1 The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events) and main ideas in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. The texts are of the quality and complexity illustrated by the Grade Ten reading list.

The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic literature and provides evidence from the text to support understanding; the student:

a. Identifies and analyzes types of dramatic literature (e.g., classical tragedy, history play, modern drama).

b. Analyzes the characters, structures, and themes of dramatic literature.

c. Identifies and analyzes dramatic elements, (e.g., unity of time, place, and action; tragic hero; *deus ex machina*; recognition; reversal; chorus; aside; dramatic irony).

d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.

Essential Questions

- How do we as readers uncover and use textual evidence to support 1) our literal reading of a text; 2) our reading/understanding of underlying meaning; and 3) our reading/understanding of theme or universal statement about life of society embodied in the text?
- How does an author employ figurative and rhetorical devices to create meaning in a text?
- How do the forms and the structures of different literary genres contribute to our understanding or interpretation of specific texts?

What Students Will Know and Be Able to Do

The student identifies and explains the characteristics of classical tragedy.

The student analyzes the structure of *Oedipus Rex* (e.g., problem, complication, recognition, unraveling, reversal of situation, etc.).

The student analyzes the character of Oedipus.

The student connects the ideas and themes in *Oedipus Rex* to other literary works and to life.

The student explains the three unities, the function of the chorus, and dramatic irony using examples from *Oedipus Rex*.

The student compares and contrasts Oedipus as a tragic hero and an archetypal hero.

The student compares and contrasts Oedipus’s life to the archetypal journey of initiation.

The student identifies evidence from the text—diction, imagery, character development, irony, paradox—and uses this evidence to reach a warranted/valid interpretation of *Oedipus Rex*.

The student applies the knowledge and skills acquired from analyzing the dramatic elements in *Oedipus Rex* to a modern play or film.
Possible Assessments for ELA10RL1

Informal checks for understanding: graphic organizers to guide students’ reading of Oedipus Rex

Informal checks for understanding: personal journals to react and respond to ideas and issues encountered during the study of the play as well as to each individual student’s understanding

Observation/Discussion/Dialogue: reciprocal teaching where students initiate and lead discussion/dialogue about specific passages in the play, make predictions, ask questions, summarize and/or clarify

Quiz/Test: short reading check quizzes to assess literal understanding

Writing prompt: a timed, in-class, expository writing, e.g., Analyze the diction and imagery in the following passage (included with the prompt) and show, using textual evidence and explanation, how that diction and imagery contribute EITHER to the unity of the play OR to a warranted theme or universal statement about life and/or society.

Performance task/project: role playing, e.g., You are an aspiring actor trying out for the role of [student selects a character] in a new production of Oedipus Rex being put on by a prestigious theater company. You really want to make a good impression at the audition, so you decide to create a costume, including a mask that reflects the attitude and emotions of the character you want to play. You study the character in detail, select an audition passage that will allow you to demonstrate your understanding of the character, and create an appropriate mask for that moment in the play. You have practiced and practiced; your costume and mask are finished; and you’re ready to assume the voice/demeanor of your character for your audition, which has been scheduled for _______. Following each student’s “audition,” she/he explains the reasons behind her/his particular reading of this character at this point in the play.

Performance task/project: select a film or TV movie that employs archetypal symbols, patterns/themes, and/or heroes and create a movie poster that demonstrates understanding of these archetypal elements as they appear in the film or TV movie.
**Performance task/project**: reading/discussion circles in which students independently read and discuss a contemporary play, such as *Fences* by August Wilson or *J.B.* by Archibald MacLeish, in order to apply knowledge and skills acquired from their study of *Oedipus Rex*.

*With the exception of the culminating assessment via the reading circles, which should be last, the order of these assessment methods is not intended to represent the order in which they are to be utilized. Many provide methods of on-going assessment.*
10th Grade Literature and Composition

Focusing on a study of literary themes, the student develops understanding that theme is what relates literature to life, and that themes recur in diverse works of literature. The student develops understanding that the interpretation of a work of literature derives from the theme or themes in the work; the student connects the theme or themes in literary texts to his or her life or experience.

**ELA10RL1** The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events) and main ideas in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. The texts are of the quality and complexity illustrated by the Grade Ten reading list.

The student identifies, analyzes, and applies knowledge of the structures and elements of fiction and provides evidence from the text to support understanding; the student:

a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (e.g., chronological, in medias res, flashback, frame narrative).

b. Identifies and analyzes patterns of imagery or symbolism.

c. Relates identified elements in fiction to theme or underlying meaning.

The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:

a. Analyzes and explains the structures and elements of nonfiction works such as newspaper articles and editorials, magazine articles, journal articles, and/or other informational texts.

b. Analyzes the logic and use of evidence in an author's argument.

c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

The student identifies and analyzes elements of poetry and provides evidence from the text to support understanding; the student:

a. Identifies, responds to, and analyzes the effects of diction, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.

   i. sound: alliteration, end rhyme, internal rhyme, consonance, assonance

   ii. form: lyric poem, narrative poem, fixed form poems (e.g., ballad, sonnet)
iii. figurative language: personification, imagery, metaphor, simile, synecdoche, hyperbole, symbolism
b. Analyzes and evaluates the appropriateness of diction and imagery (controlling images, figurative language, understatement, irony, paradox).

ElA10RL2 The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding. The student

a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.
b. Evaluates the way an author’s choice of words advances the theme or purpose of the work.
c. Applies knowledge of the concept that a text can contain more than one theme.
d. Analyzes and compares texts that express a universal theme, and locates support in the text for the identified theme.
e. Compares and contrasts the presentation of a theme or topic across genres and explains how the selection of genre affects the delivery of universal ideas about life and society.

i. Archetypal Characters (e.g., hero, good mother, sage, trickster, etc.)
ii. Archetypal Patterns (e.g., journey of initiation, search for the father, etc.)
iii. Archetypal Symbols (e.g., colors, water, light/dark, etc.)
iv. Universal Connections (e.g., making choices, winning/losing, relationships, self and other, etc.)
**ELA10RL3** The student deepens understanding of literary works by relating them to contemporary context or historical background, as well as to works from other time periods. The student

a. Relates a literary work to non-literary documents and/or other texts from its literary period.

b. Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.

c. Analyzes the influence of mythical, classical, and canonical literature on contemporary literature and film.

**ELA10RL4** The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in sophisticated literary works. The student composes essays, narratives, poems, or technical documents that

a. Demonstrate awareness of an author’s use of stylistic devices for specific effects.

b. Explain important ideas and viewpoints introduced in a text through accurate and detailed references or allusions to the text and other relevant works.

c. Identify and assess the impact of ambiguities, nuances, and complexities within the text.

d. Include a formal works cited or bibliography when applicable.

**ELA10RL5** The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student:

a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.

b. Uses knowledge of mythology, the Bible, and other works often alluded to in literature to understand the meanings of new words.

c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

**READING ACROSS THE CURRICULUM.** After the elementary and middle grades years, the student seriously engages in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. The student encounters a variety of informational and fictional texts and reads texts in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), the student must learn, through reading, the communities of discourse of those disciplines. Each subject has its own specific vocabulary, and for a student to excel in all subjects, he or she must learn the specific vocabulary of all subject areas in context.

Reading across the curriculum develops the student’s academic and personal interests in different subjects, as well as his or her understanding and expertise across subject areas. As the student reads, he or she develops both content and contextual vocabulary and builds good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills a student acquires as the student reads in all areas of learning.
**ELA10RC1** The student reads a minimum of 25 grade-level appropriate books or book equivalents (1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

**ELA10RC2** The student participates in discussions related to curricular learning in all subject areas. The student:

a. Identifies messages and themes from books in all subject areas.
b. Responds to a variety of texts in multiple modes of discourse.
c. Relates messages and themes from one subject area to those in another area.
d. Evaluates the merits of texts in every subject discipline.
e. Examines the author’s purpose in writing.
f. Recognizes the features of disciplinary texts.

**ELA10RC3** The student acquires new vocabulary in each content area and uses it correctly. The student:

a. Demonstrates an understanding of contextual vocabulary in various subjects.
b. Uses content vocabulary in writing and speaking.
c. Explores understanding of new words found in subject area texts.

**ELA10RC4** The student establishes a context for information acquired by reading across subject areas. The student:

a. Explores life experiences related to subject area content.
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

**Materials and Resources from Sample Reading List.** This is a sample reading list from which the students and teachers could select. This list is not exclusive. Acceptable titles also appear on lists produced by organizations such as the National Council of Teachers of English and the American Library Association. Substitutions might also be made from lists approved locally.

**Drama**
- Medea—Euripides
- J.B.—Archibald MacLeish
- Julius Caesar—William Shakespeare
- Oedipus—Sophocles
- Fences—August Wilson

**Memoir, Biography, and Autobiography; Non-fiction, and Informational Texts**
- The Poetics—Aristotle
- The Hero With a Thousand Faces—Joseph Campbell
WRITING. All modes or genres are practiced at each grade level; however, in order to achieve mastery each grade level has a particular writing focus. Persuasive writing is the focus for 10th grade; by the end of 10th grade, the student will demonstrate competency in persuasive writing. The student writes coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument. The writing exhibits the student's awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student:

a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
e. Writes texts of a length appropriate to address the topic or tell the story.
f. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

ELA10W2 The student demonstrates competence in a variety of genres:

The student produces narrative writing that applies polished narrative strategies acquired in grades 6-8, in other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.

The student produces expository (informational) writing to convey information and ideas from primary and secondary sources accurately and coherently; the student:

a. Engages the interest of the reader.
b. Formulates a coherent thesis or controlling idea.
c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from primary and secondary sources.
d. Follows an organizational pattern appropriate to the type of composition.
e. Attains closure (e.g., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).

The student produces persuasive writing that structures ideas and arguments in a sustained and logical fashion; the student:

a. Engages the reader by establishing a context and developing reader interest.
b. Develops a controlling idea or formulates an arguable thesis that makes a clear and knowledgeable judgment.

c. Uses specific rhetorical devices to support assertions (e.g., appeal to emotion or ethical belief, personal anecdote, case study, analogy, and/or logical reasoning).

d. Clarifies and defends positions with precise and relevant evidence (e.g., facts, expert opinions, quotations, or expressions of commonly accepted beliefs).

e. Excludes information and arguments that are irrelevant.

f. Organizes points of argument effectively to achieve desired outcome.

g. Addresses readers’ concerns, counterclaims, biases, and expectations.

h. Achieves closure by summarizing main points of argument, appealing to reason, ethics, or emotion, or encouraging action.

The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in 9th grade in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.

**ELA10W3** The student uses research and technology to support writing. The student:

a. Formulates clear research questions and utilizes appropriate research venues (e.g., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.

b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.

c. Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

d. Integrates quotations and citations into a written text while maintaining the flow of ideas.

e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to an appropriate style manual (e.g., *Modern Language Association Handbook, The Chicago Manual of Style*).

f. Designs and publishes documents, using aids such as advanced publishing software and graphic programs.

**ELA10W4** The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student:

a. Plans and drafts independently and resourcefully.

b. Revises writing to improve the logic and coherence of the organization and controlling perspective.

c. Revises writing for specific audiences, purposes, and formality of the contexts.

d. Revises writing to sharpen the precision of word choice and achieve desired tone.

e. Edits writing to improve word choice, grammar, punctuation, etc.
CONVENTIONS. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student’s ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the student’s meaning, while errors can be distracting and confusing. Standard English conventions are the “good manners” of writing and speaking that make communication fluid.

**ELA10C1** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:

a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.

b. Correctly uses clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., end stops, commas, semicolons, quotation marks, colons, ellipses, hyphens).

c. Demonstrates an understanding of sentence construction (e.g., subordination, proper placement of modifiers, parallel structure) and proper English usage (e.g., consistency of verb tenses, agreement).

**ELA10C2** The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student:

a. Produces writing that conforms to appropriate manuscript requirements.

b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (e.g., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer’s own words, etc.).

d. Includes formal works cited or bibliography when applicable.

LISTENING, SPEAKING, AND VIEWING
The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

**ELA10LSV1** The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student:

a. Initiates new topics in addition to responding to adult-initiated topics.

b. Asks relevant questions.

c. Responds to questions with appropriate information.

d. Actively solicits another person’s comments or opinion.
e. Offers own opinion forcefully without domineering.

f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

g. Gives reasons in support of opinions expressed.

h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

j. Divides labor so as to achieve the overall group goal efficiently.

**ELA10LSV2** The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

a. Analyzes historically significant speeches to find the rhetorical devices and features that make them memorable.

b. Evaluates the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

c. Analyzes the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

d. Identifies logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).

e. Analyzes the four basic types of persuasive speech (e.g., propositions of fact, value, problem, or policy) and understands the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

When delivering and responding to presentations, the student:

a. Delivers narrative, expository, or persuasive presentations that incorporate the same elements found in that mode or genre of writing.

b. Delivers oral responses to literature that incorporate the same elements found in written literary analysis.

c. Uses props, visual aids, graphs, or electronic media to enhance the appeal and accuracy of presentations.
Follow Up Assignment

Directions: Please complete this assignment before your next class. Bring all your products to class; you will be building on this work in the next workshop.

Complete your action plan. You should have at least one standard (ELA9RL1) analyzed (Stage 1 in Standards Based Education). This means identifying:

- Big ideas
- Enduring Understandings
- Essential questions
- What Students Should Know and Be Able to Do

You may use one of the templates used in today's training or you may create your own format, as long as it includes the categories above. Select appropriate resources, as needed, to use as you unpack the standard—just as we used dramatic literature and Oedipus Rex to unpack ELA10RL1.
**Action Plan**

**Directions:** Complete the following chart to help shape your team's work before day two of training. You should analyze at least one standard, including big ideas, understandings, essential questions, what students should know and be able to do, and evidence. Here are some questions to consider:

- What do we need?
- What do we have?
- How can we obtain needed information or resources?
- What can we develop as a team?
- What is our plan for completing the work and learning together?

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Recommended Readings

Books


The authors use Adlai Stevenson High School as the case study of how principals can create learning communities where student learning and achievement are center stage. The book lays out the school improvement process. No failing schools would exist if every school became a learning community modeled after Dufour’s school. The book contains an extensive bibliography.


In this step-by-step description of the process for creating and working with curriculum maps from data collection to ongoing curriculum review, Jacobs discusses the importance of “essential questions,” as well as assessment design that reflects what teachers know about the students they teach. The benefits of this kind of mapping are obvious for integrating curriculum. Through the development of curriculum maps, educators can see not only where subjects already come together but also any gaps that may be present.


This volume is essential for state, district, and school leaders who plan to implement school wide literacy programs. It provides concrete, research-based steps not only to raise reading and writing achievement but also to help students learn more in every class by using literacy skills. The guide focuses on five literacy goals: reading 25 books across the curriculum; writing weekly in all classes; using reading and writing strategies; writing research papers; and taking rigorous language arts classes.

Using a meta-analysis of thousands of research studies, Marzano, et al., clearly answer the question, “Which instructional techniques are proven to work?” They provide 13 proven strategies that all teachers can use, and they explain the research in a clear, practical manner.


A perfect resource for self-help or school study groups, this handbook makes it much easier to apply the teaching practices outlined in *Classroom Instruction That Works*. The authors guide the reader through the nine categories of instructional strategies that are most likely to maximize student achievement and provide everything needed to use the strategies quickly in classrooms. The book includes the following: exercises to check understanding; brief questionnaires to reflect on current beliefs and practices; tips and recommendations to implement the strategies; samples, worksheets, and other tools to help plan classroom activities; and rubrics to assess the effectiveness of the strategies with students.


The authors analyze research from more than 100 studies on classroom management to answer the questions, “How does classroom management affect student achievement?” and “What techniques do teachers find most effective?” The authors provide action steps, along with real stories of teachers and students, to guide teachers in implementing the research findings.


Grading has the potential for being a valuable learning tool that helps both students and teachers clearly see how they can improve; however, this potential is seldom realized. In this book, Marzano presents viable alternatives to traditional assessment that are grounded in research and are practical at the same time.

This practical book about the responsibility educators have to teach what matters most includes many examples of educators throughout the nation who have been successful in increasing student performance on state and national assessments. The authors also explore three changes that must take place to achieve this goal: responsible standards, responsible strategies, and responsible assessment practices.


Tomlinson explains the elements of differentiated instruction and the importance of differentiated instruction within the classroom. The book also serves as an instructional guide for educational leaders and instructors as differentiated strategies are implemented.


This excellent resource includes concrete examples of instructional strategies matched to the readiness, interests, and talents of all students. Strategies include learning-centered, hands-on activities; contracts; and investigative projects. The author also offers lesson-planning strategies to provide scaffolding of the content, procedures used in learning, and products of learning.


This book explains the “backward design” process that is the backbone of standards based education. The book explains both the underlying principles and the process teachers can use to put them into practice.


This companion book to *Understanding by Design* provides discussion questions, graphic organizers, and summaries to support faculty study groups that are exploring *Understanding by Design*. 

This companion book to *Understanding by Design* is chock-full of templates and examples to help teachers put the process into place.

**Professional Organizations**

NCTE - http://www.ncte.org/
GCTE - http://www.gcte.org/
IRA - http://www.reading.org/
GRA - http://www.georgiareading.org/

**Web Sites**

Read-Write-Thinking. NCTE/IRA. http://www.readwritethink.org/.

This site contains lessons, web resources, standards, and student materials. It provides quality practices and resources in reading and language arts instruction.

Illinois School Improvement Division.
http://206.166.105.86/knowledge/standards_resources.asp.

This site provides Illinois Learning Standards Resources, including benchmark indicators, sample learning activities, and sample student work.

Units (incorporating Learning Focused components). Connected Learning.
http://www.title3.org/.

BOCES is a cooperative service organization that helps school districts save money by pooling resources and sharing costs.

**Special Education Resources**


*Aligning Special Education with NCLB.* www.ldonline.org.


**Resources for Differentiation**


Glossary

CONTENT STANDARDS: Content standards state the purpose and direction the content is to take, and are generally followed by elements. Content standards define what students are expected to know, understand, and be able to do.

CURRICULUM DOCUMENT: The Georgia Performance Standards document is the curriculum document that contains all standards that should be learned by all students.

ELEMENTS: Elements are part of the content standards that identify specific learning goals associated with the standard.

PERFORMANCE STANDARDS: Performance standards define specific expectations of what students should know and be able to do and how well students must perform to achieve or exceed the standard. Georgia’s performance standards are composed of four components: content standards, tasks, student work, and teacher commentary.

PROCESS STANDARDS: Process standards define the means used to develop patterns of thought and behavior that lead to conceptual understanding.

STANDARD: A standard is something set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality.

STANDARDS BASED EDUCATION: In standards based classrooms, standards are the starting point for classroom instruction that ensures high expectations for all students.

STRAND: A strand is an organizing tool used to group standards by content. For example, the English language arts curriculum contains strands of reading and literature; reading across the curriculum; writing; conventions, and listening, speaking, and viewing. K-5 science curriculum contains a life science strand, physical science strand, and an earth science strand.

STUDENT WORK: Examples of successful student work are included to specify what it takes to meet the standard and to enable both...
teachers and students to see what meeting the standard “looks like.”

TASKS: Keyed to the relevant standards, tasks provide a sample performance that demonstrates to teachers what students should know and be able to do during or by the end of the course. Some tasks can serve as activities that will help students achieve the learning goals of the standard, while others can be used to assess student learning; many serve both purposes. Although the Georgia Performance Standards include tasks, teachers may develop their own tasks.

TEACHER COMMENTARY: Teacher commentary is meant to open the pathways of communication between students and the classroom teacher as well as among faculty in order to ensure consistency within assessment and expectations. Commentary shows students why they did or did not meet a standard and enables them to take ownership of their own learning.
Learning Journal

What squares with my thinking?

What’s still rolling around in my mind?

What do I need to change?
Learning Journal

- What squares with my thinking?
- What’s still rolling around in my mind?
- What do I need to change?